

SAVANNAH GROVE ELEMENTARY

2348 Savannah Grove Road
Effingham, South Carolina 29541

GRADES K-6 Elementary School

ENROLLMENT 698 Students

PRINCIPAL LIONEL O. BROWN 843-664-8463

SUPERINTENDENT Joseph S. Nelson, Ed.D. 843-669-4141

BOARD CHAIR Alexis Pipkins 843-665-7465

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	53	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

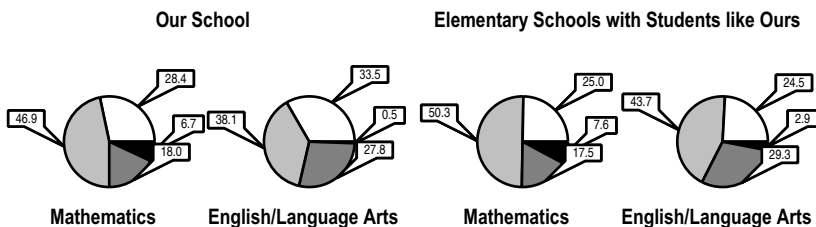
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

74.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	421	99.8	33.3	38.2	27.9	0.5	40.8	Yes	Yes
Gender									
Male	214	100.0	40.2	37.2	22.6	0.0	33.2		
Female	207	99.5	26.1	39.4	33.5	1.1	48.9		
Racial/Ethnic Group									
White	175	100.0	24.8	36.6	37.3	1.2	50.9	Yes	Yes
African-American	241	99.6	39.6	39.6	20.7	0.0	33.3	Yes	Yes
Asian/Pacific Islanders	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	376	100.0	28.5	41.0	29.9	0.6	43.9		
Disabled	45	97.8	72.1	16.3	11.6	0.0	16.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	421	99.8	33.3	38.2	27.9	0.5	40.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	421	99.8	33.3	38.2	27.9	0.5	40.8		
Socio-Economic Status									
Subsidized meals	302	99.7	38.4	39.9	21.4	0.4	34.1	Yes	Yes
Full-pay meals	119	100.0	20.7	34.2	44.1	0.9	57.7		

Mathematics - State Performance Objective = 15.5%									
All Students	421	100.0	28.4	46.9	18.0	6.7	39.9	Yes	Yes
Gender									
Male	214	100.0	28.1	47.7	17.1	7.0	37.7		
Female	207	100.0	28.6	46.0	19.0	6.3	42.3		
Racial/Ethnic Group									
White	175	100.0	20.5	47.2	22.4	9.9	50.9	Yes	Yes
African-American	241	100.0	34.5	46.6	14.3	4.5	31.8	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	376	100.0	24.7	48.5	19.5	7.3	43.3		
Disabled	45	100.0	56.8	34.1	6.8	2.3	13.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	421	100.0	28.4	46.9	18.0	6.7	39.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	421	100.0	28.4	46.9	18.0	6.7	39.9		
Socio-Economic Status									
Subsidized meals	302	100.0	31.4	47.7	16.2	4.7	35.4	Yes	Yes
Full-pay meals	119	100.0	20.7	45.0	22.5	11.7	51.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	114	99.1	22.2	48.1	28.7	0.9	29.6
	Grade 4	93	100.0	31.8	42.4	25.9	N/A	25.9
	Grade 5	114	98.2	54.0	39.0	7.0	N/A	7.0
	Grade 6	100	100.0	50.0	33.7	15.2	1.1	16.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	95	99.0	16.9	37.1	43.8	2.2	46.1
	Grade 4	121	100.0	23.7	41.2	33.3	1.8	35.1
	Grade 5	100	100.0	40.6	50.0	9.4	N/A	9.4
	Grade 6	105	100.0	51.0	26.5	22.5	N/A	22.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	114	100.0	14.7	55.0	28.4	1.8	30.3
	Grade 4	93	98.9	15.5	28.6	28.6	27.4	56.0
	Grade 5	114	100.0	37.3	48.0	12.7	2.0	14.7
	Grade 6	100	100.0	13.0	50.0	26.1	10.9	37.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	95	100.0	15.6	54.4	27.8	2.2	30.0
	Grade 4	121	100.0	26.3	38.6	16.7	18.4	35.1
	Grade 5	100	100.0	46.9	43.8	8.3	1.0	9.4
	Grade 6	105	100.0	25.5	50.0	18.6	5.9	24.5
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 698)				
First graders who attended full-day kindergarten	93.6%	N/C	100.0%	100.0%
Retention rate	1.4%	Down from 1.9%	3.2%	2.7%
Attendance rate	95.4%	Down from 95.5%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.6%	3.5%
Eligible for gifted and talented	5.0%	Down from 7.6%	10.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.6%	Down from 5.2%	8.8%	8.2%
Older than usual for grade	1.0%	No change	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	7.6%	Up from 0.0%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	66.7%	Down from 74.4%	46.9%	51.4%
Continuing contract teachers	88.1%	Up from 84.6%	87.5%	87.5%
Highly qualified teachers**	91.2%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	88.0%	Up from 84.3%	86.4%	86.7%
Teacher attendance rate	95.1%	Up from 94.5%	94.7%	94.9%
Average teacher salary	\$39,313	Up 3.2%	\$39,921	\$40,760
Prof. development days/teacher	22.6 days	Up from 12.4 days	13.2 days	12.4 days

School				
Principal's years at school	18.0	Up from 17.0	3.0	4.0
Student-teacher ratio in core subjects	22.4 to 1	Up from 22.2 to 1	18.6 to 1	18.9 to 1
Prime instructional time	90.0%	Up from 89.6%	89.5%	90.0%
Dollars spent per pupil*	\$4,673	Down 20.6%	\$6,029	\$6,044
Percent of expenditures for teacher salaries*	67.4%	Up from 66.0%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.0%	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As Savannah Grove embarks upon the beginning century, we are encouraged with what the future will bring. We believe each and every student must rise to a higher level of academic challenge. We believe the expansion of technology will reach to unimaginable levels. This means that our students must be not only technologically literate, but also technologically competent. Together, we must do everything possible to ensure the window of opportunity is widened for each and every student here at Savannah Grove Elementary School. There is still much work to be done. Test scores must improve. Student attendance must improve. Reading, Math, Social Studies, and Science Standards must be accomplished. And as importantly, each and every student must develop essentials of good character. With this combination, the success for each and every student is imminent.

Lionel O. Brown, Principal

Pam Scurry - School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	98	43
Percent satisfied with learning environment	97.7%	87.6%	92.9%
Percent satisfied with social and physical environment	100.0%	86.5%	90.7%
Percent satisfied with home-school relations	95.5%	86.5%	74.4%

*Only students at the highest elementary school grade level at this school and their parents were included.